

# 2016-2018 INDUSTRY CLUSTER NAME Innovative Academy – the Next Generation of Early College High Schools

<b>Program authority:</b>	TEC §29.908; GAA, Art III, Rider 52, 84th Texas Legislature; WIOA §17.278 and §17.258; and Carl Perkins Career and Tech Education Act	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period</b>	February 1, 2017, to May 30, 2018	
<b>Application deadline:</b>	5:00 p.m. Central Time, November 1, 2016	Place date stamp here 2016 NOV - 1 PM 12:15 Received Texas Education Agency Document Control Center Grants Administration
<b>Submittal information:</b>	Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494	
<b>Contact information:</b>	Lauren Dwiggin, <a href="mailto:lauren.dwiggin@tea.texas.gov">lauren.dwiggin@tea.texas.gov</a> ; (512) 463-9581	

## Schedule #1—General Information

### Part 1: Applicant Information

<b>Organization name</b>	<b>County-District #</b>	<b>Campus name/#</b>	<b>Amendment #</b>
Texas State Technical College	Harrison - #001	TSTC in Marshall	
<b>Vendor ID #</b>	<b>ESC Region #</b>	<b>DUNS #</b>	
74-1646981	8	06898645	
<b>Mailing address</b>	<b>City</b>	<b>State</b>	<b>ZIP Code</b>
3801 Campus Drive	Waco	TX	76705

### Primary Contact

<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>
Cindy		Reily	AVP, Sponsored Programs
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>
245-867-3005	Cindy.Reily@tstc.edu		254-867-2009

### Secondary Contact

<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>
Becky		Spray	Resource Development Specialist
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>
903-923-3216	becky.spray@tstc.edu		903-923-3284

### Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

### Authorized Official:

<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>
Jeff		Kilgore	Vice Chancellor / Chief Marketing Officer
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>
254-867-3928	jilkilgore@tstc.edu		254-867-2009

701-16-108-026

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

RFA #701-16-108; SAS #205-17

2016–2018 INDUSTRY CLUSTER NAME Innovative Academy – the Next Generation of Early College High Schools

Only the legally responsible party may sign this application.

**Schedule #1—General Information**

County-district number or vendor ID: 74-1646981

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
20	Outside Sources of Income and Pre-Existing Content (Required for IHEs)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD): 09/01

End date (MM/DD): 08/31

**Section 2: Applicant Organizations and the Texas Statewide Single Audit**

Yes: ☒

No: ☐

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 74-1646981

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	MOU	The applicant must submit a draft Memorandum of Understanding among the dual credit partner, school district and school which establishes joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the ECHS.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 74-1646981

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that a liaison that represents the industry partner(s) will interact directly and frequently with ECHS staff.
4.	The applicant provides assurance that the industry partner will actively participate in the development of curriculum for the INDUSTRY CLUSTER NAME Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.
5.	The applicant provides assurance that the industry partner will assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
6.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will employ a career counselor that serves only students of the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
7.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will develop and maintain a leadership team that meets regularly to address issues of curriculum, school design, and sustainability.
8.	The applicant provides assurance that the leadership team will consist of high-level personnel with decision-making authority who meet regularly and report to each member organization or entity and will include <ul style="list-style-type: none"> <li>a. District: superintendent, associate superintendent of curriculum and instruction, or equivalent position, career and technical education director, and INDUSTRY CLUSTER NAME Innovative Academy ECHS principal or director</li> <li>b. Primary dual credit partner: university or college president, provost, dean of college of education, and ECHS liaison</li> <li>c. College or university partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison</li> <li>d. Industry Partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison</li> </ul>
9.	The applicant provides assurance that the partnership and the MOU will include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
10.	The applicant provides assurance that students enrolled in an ECHS course for both college and high school credit will not be required to pay for tuition, fees, or textbooks and that the school district or charter in which the student is enrolled will pay for tuition, fees, and required textbooks to the extent those charges are not waived by the partner IHE.
11.	The applicant provides assurance that the partnership will provide opportunities for ECHS teachers and higher-education faculty to collaborate through planning, teaching, and professional development.
12.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will provide a course of study that enables a participating student to receive a high school diploma and either an associate's degree or 60 semester hours toward a baccalaureate degree during grades 9–12. An academic plan must be in place showing how students will progress toward this goal.
13.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will administer a college placement exam (Texas Success Initiative Assessment (TSIA) to all incoming 9th-graders to assess college readiness and to enable students to begin college courses based on their performance—as soon as they are able, possibly as early as the 9th grade.

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**Schedule #2—Required Attachments and Provisions and Assurances (cont.)**

County-district number or vendor ID: 74-1646981

Amendment # (for amendments only):

14.	<p>The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be an autonomous high school that meets one of the following criteria:</p> <p>a. Is located on a college or university campus</p> <p>b. Is a stand-alone high school campus near a college or university campus</p> <p>c. Is a small learning community within a larger high school that is near a college or university campus (where the ECHS is physically separated from the larger high school and ECHS students are a separate cohort with their own teachers, leader, schedule, and curriculum plan)</p>
15.	<p>The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be a full-day program (i.e., full day as defined in PEIMS) in which all academic instruction and support services are delivered to students at the designated ECHS campus and that students will not travel between two high school campuses in order to receive instruction or support services.</p>
16.	<p>The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be led by a principal or director who is 100% dedicated to the school.</p>

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 74-1646981

Amendment # (for amendments only): N/A

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 74-1646981

Amendment # (for amendments only): N/A

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.	N/A	N/A	N/A
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 74-1646981

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Texas State Technical College (TSTC) in Marshall Lineman / Energy Cluster Innovative Academy ECHS grant project, in partnership with the Texas ECHS in Marshall and regional employers, will provide a career pathway CTE program in Electrical Lineworker Technology within the Texas Targeted Industry Cluster for Energy. This project will be done in partnership with the Texas Early College High School, Panola Independent School District. The project will provide industry and career awareness, outreach services, and recruiting for the program to local and regional junior and senior high schools; develop accelerated coursework that includes competency-based learning and assessments; ensure secondary students earn credit hours that transfer to TSTC towards a Certificate 1 and/or AAS in electrical lineworker technology; and facilitate employment the high-demand occupation of Electrical Power-Line Installers and Repairers (SOC Code #49-9051.00). The project includes plans to serve the first cohort of 10 students, beginning Spring 2017. Each subsequent cohort will begin at the start of the school year in the Fall semester, and have a maximum of 15 students. It is the goal of the project to serve no more than 25 students through the duration of this grant (two cohorts).

Lineworker occupations are physically demanding, but the pay is good (mean wage \$53,779 in Texas), and Texas employs more lineworkers than any other state. Lineworkers must be able to work at elevated heights for long hours in all weather conditions. Sample of reported job titles include: A Class Lineman, Apprentice Lineman Third Step, Class A Lineman, Electric Lineman, Electrical Lineman (Power), Electrical Lineworker, Journeyman Lineman, Lineman, Lineworker, and Power Lineman.

TSTC offers a career pathway that includes a 36-credit hour Certificate as an Electrical Lineworker that also counts towards an Associate of Applied Science in Electrical Lineworker Technology. Throughout the course of the program, students will perform practical exercises on the safe use and operation of lineworker climbing gear, equipment and tools in an authentic utility training environment with live electricity.

TSTC uses an instructional design model based on four essential elements:

- **Employer-Validated Curriculum:** The industry-led Advisory Committee works with program faculty to identify occupational work activities and required skills and knowledge through employer surveys and software that gleans required skills from job postings. Required instructional competencies are developed based on input from Industry-led Technical Advisory Committees and are approved in Advisory Committee meetings.
- **Skills Sequencing:** Skills are sequenced in a logical order based on real-world applications. Students progress through the curriculum sequence as soon as they have mastered required competencies, creating the opportunity for program acceleration.
- **Connected Learning:** Authentic, project-based experiences emphasize teamwork, critical thinking, problem-solving, and communication skills in addition to learning essential technical knowledge, skills, and abilities.
- **Competency-Based Assessment:** Skill mastery is assessed through a process of collecting evidence and validating whether competency is achieved and the student can perform each skill to the standard expected in the workplace, as expressed in the relevant endorsed competency standards. Trainees who have mastered the required competencies within the Lineman program should be immediately employable and productive, **as long as they have met the required age of 18 years of age\*.**

**\*NOTE:** TSTC is requesting a waiver to the requirement that all graduates of the Lineman program be placed in employment within six months of graduation. Historically, approximately 60% of all graduates of the Texas ECHS have been 17 years of age. This will significantly impact the ability of Lineman students to obtain employment immediately after program completion, as a Commercial Drivers' License (CDL) is required for hire. We are requesting that the 6 month requirement be extended to 12 months to allow for graduates who are minors to reach their 18<sup>th</sup> birthday, at which time they will be able to take the CDL exam that will allow them to work as Lineman within the state of Texas.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 74-1646981

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Outreach to the target population will be provided by TSTC's marketing and recruitment team and by the Texas Early College High School (TECHS) Superintendent/Project Manager and Project Coordinator.

TSTC currently advertises on media such as Pandora, Facebook, and Twitter. The TSTC recruitment office will be trained so that they can reach the target population and will take the information on the ECHS Lineman program to local and regional junior and senior high schools. We host an annual Open House at the TSTC in Marshall campus where instructors can communicate with prospective students. We participate in regional job fairs where we hand out information about our programs. We will use the TSTC website to direct students to the extensive dual credit program for recruitment. Additionally, the Dual Enrollment Coordinator provides outreach and recruitment to middle schools and high schools in the surrounding area. The project will become a highlight of the outreach activities for the schools.

The TECHS will provide outreach and recruitment as part of the project. The Principle/Superintendent, as the liaison for the Innovative Academy, with assistance from his staff, will communicate with local and regional schools to inform them of the new Lineman program in the Energy Innovation Academy ECHS.

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By TEA staff person:

**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 74-1646981

Amendment # (for amendments only):

Program authority: TEC §29.908; GAA, Art III, Rider 52, 84th Texas Legislature; Workforce Innovation and Opportunity Act §17.278 and §17.258; and Carl D. Perkins Career and Technical Education Act

Grant period: February 1, 2017, to May 30, 2018

Fund codes: See Notice of Grant Award (NOGA)

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Cost Share
Schedule #7	Payroll Costs (6100)	6100	\$159,353	\$15,935	\$175,289	\$44,650
Schedule #8	Professional and Contracted Services (6200)	6200	\$12,000	\$1,200	\$13,200	\$55,000
Schedule #9	Supplies and Materials (6300)	6300	\$84,025	\$8,403	\$92,428	\$5,073
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$81,000	\$8,100	\$89,100	\$0
Total direct costs:			\$336,378			\$0
Percentage% indirect costs (see note):				10%		\$0
Grand total of budgeted costs (add all entries in each column):			\$336,378	\$33,638	\$370,016	\$104,723

**Administrative Cost Calculation**

Enter the total grant amount requested:	\$336,378
Percentage limit on administrative costs established for the program (10%):	× .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$33,638

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 74-1646981

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Cost Share
<b>Academic/Instructional.</b>					
1	Teacher	1		\$144,053	\$0
2	Educational aide			\$0	\$0
3	Tutor		1	\$0	\$14,400
<b>Program Management and Administration</b>					
4	Project director – ECHS Superintendent		1	\$0	\$4,500
5	Project coordinator - ECHS			\$0	\$0
6	Teacher facilitator			\$0	\$0
7	Teacher supervisor			\$0	\$0
8	Secretary/administrative assistant			\$0	\$0
9	Grant coordinator			\$0	\$0
10	Grant bookkeeper -ECHS		1	\$0	\$2,500
11	Evaluator/evaluation specialist – TEA certified			\$0	\$0
<b>Auxiliary</b>					
12	Counselor		1	\$0	\$15,500
13	Social worker			\$	\$0
14	Community liaison/parent coordinator		1	\$	\$4,500
<b>Other Employee Positions</b>					
21	Title			\$	\$
22	Title			\$	\$
23	Title			\$	\$
24	Subtotal employee costs:			\$144,953	\$41,400
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
25	6112	Substitute pay		\$0	\$750
26	6119	Professional staff extra-duty pay		\$2500	\$2,500
27	6121	Support staff extra-duty pay		\$12,800	\$0
28	6140	Employee benefits		\$	\$
29	61XX	Tuition remission (IHEs only)		\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$15,300	\$3,250
31	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$159,353</b>	<b>\$44,650</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 74-1646981

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

**Professional and Contracted Services Requiring Specific Approval**

Expense Item Description		Grant Amount Budgeted	Cost Share
6269	Rental or lease of buildings, space in buildings, or land	\$	\$
	Specify purpose:		
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		\$	\$
<b>Professional and Contracted Services</b>			
#	Description of Service and Purpose	Grant Amount Budgeted	Cost Share
1	Program Evaluator – TEA certified evaluator	\$12,000	\$0
2	Industry Partner Match: East Texas CDL Services Externship @ 1,750/semester * 4 semesters (Spring 2017, Summer 2017, Fall 2017, Spring 2018)		\$7,000
3	Industry Partner Match: T&D Solutions LLC – Externships, Guest Speaking, Demonstrations and donations of consumable supplies, equipment, and tools that total \$64,004 over the grant period.	\$	\$64,004
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
<b>b. Subtotal of professional and contracted services:</b>		\$12,000	\$71,004
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$	\$
<b>(Sum of lines a, b, and c) Grand total</b>		\$12,000	\$71,004

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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By TEA staff person:

**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 74-1646981

Amendment number (for amendments only):

**Supplies and Materials Requiring Specific Approval**

Expense Item Description		Grant Amount Budgeted	Cost Share
6300	Total supplies and materials that do not require specific approval:	\$84,025	\$
Grand total:		\$84,025	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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**Schedule #10—Other Operating Costs (6400)**

County-District Number or Vendor ID: 74-1646981

Amendment number (for amendments only):

Expense Item Description		Grant Amount Budgeted	Cost Share
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$0	\$0
	Specify purpose:		
6412/6494	Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form.	\$0	\$0
6413	Stipends for non-employees other than those included in 6419	\$0	\$0
6419	Non-employee costs for conferences. Requires authorization in writing.	\$0	\$0
Subtotal other operating costs requiring specific approval:		\$0	\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$0	\$0
<b>Grand total:</b>		<b>\$0</b>	<b>\$0</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID: 74-1646981

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Cost Share
<b>6669—Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A	\$	\$
<b>66XX—Computing Devices, capitalized</b>					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
<b>66XX—Software, capitalized</b>					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>					
19	Boom Tip Digger Truck, used	1	\$20,000	\$20,000	\$
20	Bucket Truck, used	1	\$20,000	\$20,000	\$
21	¾ ton Truck and trailer	1	\$18,000	\$18,000	\$
22	Pole trailer	1	\$8,000	\$8,000	\$
23	CDL Training truck and trailer, used	1	\$15,000	\$15,000	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>					
29				\$81,000	\$
<b>Grand total:</b>				<b>\$81,000</b>	<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 74-1646981

Amendment # (for amendments only):

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

<b>Total campus enrollment:</b>			<b>89</b>	
Category	Number	Percentage	Category	Percentage
African American	12	13.5%	Attendance rate	96.5%
Hispanic	3	3.4%	Annual dropout rate (Gr 9-12)	0%
White	71	79.8%	Students taking the ACT and/or SAT	57.1%
Asian	1	1.1%	Average SAT score (number value, not a percentage)	1325
Economically disadvantaged	27	30.3%	Average ACT score (number value, not a percentage)	22
Limited English proficient (LEP)	0	0%	Students classified as "at risk" per Texas Education Code §29.081(d)	33.71%
Disciplinary placements	2	2.2%	State assessment data	0

**Comments**

**Part 2: Teacher Demographics.** Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	1	23.8%	No degree	0	0%
Hispanic	0	0%	Bachelor's degree	2	47.6%
White	3.2	76.2%	Master's degree	2.2	52.4%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	2	47.6%	Avg. salary, 1-5 years exp.	28,720	N/A
6-10 years exp.	0	0%	Avg. salary, 6-10 years exp.	0	N/A
11-20 years exp.	1.2	28.6%	Avg. salary, 11-20 years exp.	41,717	N/A
Over 20 years exp.	1	23.8%	Avg. salary, over 20 years exp.	67,516	N/A

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 74-1646981

Amendment # (for amendments only):

**Part 3: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school										23	17	20	20	17	95
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>										23	17	20	20	17	95

**Part 4: Teachers to Be Served with Grant Funds.** Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school										1	1		1		3
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>										1	1		1		3

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## Schedule #13—Needs Assessment

County-district number or vendor ID: 74-1646981

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Texas State Technical College (TSTC) was established in 1965 to help create strong Texas workforce. Our statewide mission is to efficiently and effectively helping Texas meet the high-tech challenges of today's global economy, in partnership with business and industry, government agencies and other educational institutions. TSTC program offerings at our ten campuses address the regional needs for career and technical education based on the target and demand occupation needs specific to that region.

The East Texas Workforce Development Area is comprised of seventeen counties; however, the majority of our students enroll from Harrison County, which has an unemployment rate of 5.4%, well over the state rate of 4.3% . According to the U.S. Census Bureau (factfinder.census.gov), only 18.6% of Harrison County residents 25 years and older have attained a bachelor's degree or higher as compared to the state rate of 27.4%. Harrison County's per capita income is \$25,942, well below the state's per capita of \$35,529; despite this, just 13.5% of Harrison County families live below the poverty level, which is slightly under the state's rate of 13.7%.

TSTC identifies the workforce training needs of the area served by reviewing the Texas Workforce Commission target and demand occupations of the region. We work closely with business and industry to identify the skills and training needed to provide a skilled workforce that targets the region's needs. We also use the Texas Industry Cluster Initiative to guide the programs to ensure that students who complete our programs exit with skills required to be ready for employment.

As regional needs are identified, TSTC works through the Associate Vice Chancellor of Instructional Operations, Dr. Irene Cravey, who leads the Innovations Team at TSTC. It is her team's responsibility to ensure that TSTC is kept apprised of new target and demand occupations identified in each region and to identify appropriate programs to initiate at each campus. Dr. Cravey, after discussion with working with the Superintendent/CEO of the Texas Early College High School (Panola ISD), reviewed the Texas Industry Cluster programs and the Target and Demand Occupations identified by the East Texas Workforce Development Area and determined the Lineman program appropriate for implementation as an ENERGY Innovative Academy at the Texas Early College High School in Marshall, Texas. The Lineman program addresses the Target Occupation of Electrical Power-Line Installers & Repairers, SOC Code 49-9051, which has a projected growth rate of 24.3% in the 16 county East Texas workforce development area for which the Workforce Solutions of East Texas identifies target and demand occupations.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 74-1646981

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority.

Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	THERE IS A SIGNIFICANT NEED FOR SKILLED TECHNICIANS IN THE ENERGY INDUSTRY CLUSTER – Review of Texas Industry Clusters to identify prospective programs appropriate to the Texas Early College High School	The grant program would address the East Texas Workforce Development Area target occupation of Electrical Power-Line Installers & Repairers, SOC Code 49-9051.
2.	THERE IS A SIGNIFICANT NEED FOR SKILLED TECHNICIANS IN THE ENERGY INDUSTRY CLUSTER IN TARGET AND DEMAND OCCUPATIONS IN THE EAST TEXAS WORKFORCE SOLUTIONS REGION – Reviewed of Target & Demand Occupations List to identify prospective programs appropriate to the Texas Early College High School	The TSTC Lineman Energy ECHS Program addresses the Target Occupation of Electrical Power-Line Installers & Repairers, SOC Code 49-9051, which has a projected 10-year growth rate of 24.3%.
3.	THERE IS SPECIFIC NEED FOR LINEMAN POSITIONS IN THE MARSHALL AREA – Feedback from local and regional employers of electrical line workers indicates that this is a specific need in the region.	The grant program would allow local employers to hire well-trained and highly skilled electrical lineworkers from a larger pool of candidates who have learned the specific skills required based upon the Lineman Advisory Committee industry-led curricula.
4.	TEXAS EARLY COLLEGE HIGH SCHOOL (TECHS) SEES THE NEED FOR MORE OPPORTUNITIES FOR STUDENTS' SUCCESS.	The expansion opportunity would allow students the chance to receive certifications, degrees, and job opportunities that would not otherwise be possible.
5.	CAREER COUNSELING IS NEEDED FOR STUDENTS AT THE 9 <sup>TH</sup> THROUGH 12 <sup>TH</sup> GRADE LEVELS.	The career counselor provided by the grant will enable our students to understand the required skills and demands of a lineman career. The counselor will also provide each student with a pathway for program completion.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 74-1646981

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Instructor	Associate's Degree in Lineman field of study plus three years work experience is required. Five years verified work experience in a relevant field can be substituted for a degree. CDL License is preferred. Minimum of three years recent Field Experience as a Lineman required.
2.	Counselor	Minimum of a Bachelor's degree in counseling, therapy, psychology, social work, or related profession; Master's degree preferred. Three or more years experience counseling youth in an academic setting preferred.
3.	Evaluator	Master's in Education. Minimum of 10 years in secondary education. At least 5 years as a TEA external evaluator.
4.	Grant Coordinator	Bachelor's degree in an appropriate field from an accredited college or university (accounting, management or public affairs). Three to five years experience with grantsmanship and responsibility for self-direction and motivation.
5.	Grant Accountant	Certified Public Accountant credentials. Bachelor's degree in an appropriate field from an accredited college or university (accounting, management, etc.). Three to five years experience with grants accounting and responsibility for self-direction and motivation.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Recruitment of dedicated TECHS Lineman Instructor, Career Counselor, Admin Assistant	1. Grant-funded positions approved and advertised	02/01/17	03/31/17
		2. Review applications, interview qualified applicants	03/01/17	04/30/17
		3. Make offers, hire, and orient new grant employees	05/01/17	06/30/17
		4. Train, monitor, and coach grant employees	06/01/17	08/31/17
		5. Yearly employee performance evaluation	05/01/18	05/30/18
2.	Preparation of dedicated Lineman classroom and training simulations	1. Required equipment & supplies quotes gathered	02/01/17	03/31/17
		2. TSTC purchasing process initiated, including bids	02/10/17	04/15/17
		3. Equipment installed according to safety guidelines	03/15/17	06/01/17
		4. Simulated pole-yard inspected and approved	06/01/17	08/31/17
		5. First cohort use the simulated pole yard	08/28/17	12/10/17
3.	Recruitment, assessment, and enrollment of Lineman students	1. Lineman program marketing materials developed	02/01/17	03/31/17
		2. Local and regional schools are contacted	03/01/17	04/30/17
		3. Middle and high school students are recruited	04/01/17	05/30/18
		4. Interested students are assessed for suitability	04/01/17	05/30/18
		5. First Lineman TECHS cohort enrolled in courses	06/01/17	05/30/18
4.	Lineman curricula implemented at TECHS	1. TSTC Lineman Curricula adapted to TECHS	02/01/17	03/31/17
		2. Lineman Advisory Committee review/approves	03/01/17	04/30/17
		3. Instruction for first Lineman cohort courses begin	08/28/17	05/30/18
		4. Lineman courses evaluated each semester	12/10/17	05/30/18
		5. Lineman Advisory Committee approves revisions	01/15/18	03/31/18
5.	Evaluation of student course completion/ program success	1. First Lineman cohort completes courses	12/10/17	05/30/18
		2. Students assessed by instructor and counselor	12/01/17	05/30/18
		3. End-of-course surveys administered/analyzed	12/10/17	05/30/18
		4. Outcomes reviewed by Advisory Committee	01/15/18	05/30/18
		5. Courses revised, as needed	01/15/18	05/30/18

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 74-1646981

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

TSTC has developed a comprehensive and objective management plan designed to measure the success of the TSTC Lineman Energy ECHS Innovative Academy program's five objectives, which are all ambitious and attainable in improving the performance of first generation, low income participants on key measures including retention/persistence, rigorous academic achievement (college readiness), college enrollment and college degree attainment. The overall purpose of the evaluation is to conclude the extent to which the program has achieved its stated performances, outcomes, and process objectives.

The management plan evaluation is based on 1) quantitative data, which shows immediate and long term program impact on participants compared to similar students not receiving the same service and 2) qualitative data that specifically address the program's objectives. The combination of quantitative and qualitative data will be extremely useful to the TSTC Lineman Energy ECHS Innovative Academy Program Director for continuous program improvements. The evaluation is intended to show program strengths and weaknesses, revealing areas that need improvement so that the participants' needs, values, and perspectives can be better served by the program.

Milestones for the project include the following: 1) Recruitment of dedicated TECHS Lineman Instructor, Career Counselor, and Administrative Assistant; 2) Preparation of dedicated Lineman classroom and training simulations; 3) Recruitment, assessment, and enrollment of Lineman students; 4) Lineman curricula implemented at TECHS; and 5) Evaluation of student course completion and program success.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

TSTC has an excellent record of collaboration with industry. Area employers assist with identification of essential competencies for the Lineman program, provide ongoing program direction and curriculum assistance through service on the industry advisory board, and review program completers to fill open positions. The Lineman program is a high-demand field as attested by TWC labor market data, the local workforce board, and area employers.

The local workforce board, Workforce Solutions of East Texas, has provided a letter of support for the project. Workforce Solutions of East Texas will provide expertise to identify career paths in related occupations that have the highest demand, liaison with local and regional employers, provide information on job openings, link TSTC to new employers in the region, and provide information to job seekers regarding TSTC accelerated programs.

The TSTC Lineman program chair, lead instructor, and TECHS superintendent will work collaboratively to develop and implement the lineman program. Students will be placed into the correct coherent sequence of courses to ensure completion of all program requirements while attaining their high school diploma. Degree plans will be developed for each student to make sure that courses are taken and completed in the proper order. TSTC will give priority to TECHS students to enroll in courses in the sequence. TECHS and TSTC will work together to develop a written sustainability plan that incorporates all of the partners after TEA funding ends. The Project Coordinator position, if funded by this grant, will provide continual outreach and recruitment to ensure that the program has enough students to maintain the program during and after the grant funding period.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 74-1646981

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Meeting milestones for hiring/training a Lineman Instructor for the ECHS campus	1.	A Lineman Instructor is hired with the requisite qualifications to teach for TSTC.
		2.	The newly hired Lineman Instructor will complete TSTC new hire orientation and TECHS orientation prior to teaching in the classroom.
		3.	The newly hired Lineman Instructor will completely review and be trained in the TSTC Lineman curriculum prior to teaching in the classroom
2.	Lineman Program outreach and enrollment of ECHS students	1.	A minimum of 5 outreach activities to local and regional middle schools and high schools per semester.
		2.	A minimum of 10 students enrolled in year one
		3.	
3.	Lineman Program instructional equipment and tools are established for cohort success	1.	Purchasing processes for equipment and tools/materials are conducted according to state, TSTC, and TEA guidelines within the first quarter of the funding period.
		2.	Purchased items are installed and prepared according to safety standards within the second quarter of the funding period.
		3.	
4.	The first cohort of Lineman students are enrolled in the program.	1.	A minimum of 10 unduplicated students are enrolled in the program by the Fall 2017 semester.
		2.	
		3.	
5.	The first cohort successfully completes the first semester of Lineman courses.	1.	75% of the Lineman cohort will pass the required courses with a B or greater.
		2.	
		3.	

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**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students' enrollment data will be kept each Semester at both TSTC and TECHS for all dual enrollment students. TECHS personnel will check student grades throughout the semester to ensure successful completion of each course unit.

Instructors will be responsible for administering course tests and competency assessments; instructors will submit grades and assessment outcomes to the TECHS as well as to TSTC for submission into TSTC's student management system, Colleague. Students will also be required to submit end-of-course surveys (electronic survey) in order to assess student satisfaction regarding the Lineman courses. TSTC staff, including the Administrative Assistant, will track student enrollment and successful completion of project courses through reports generated via Colleague. This data will be disseminated back to the TSTC Lineman program chair, lead instructor, and TECHS project staff, including the TECHS superintendent/project manager, Lineman instructor, and Career Counselor.

The TSTC Lineman Energy ECHS Innovative Academy Advisory Committee will also review curriculum, student outcomes, end-of-course surveys, and project success in meeting milestones as part of the management plan. Corrective action will be determined on an as-needed basis through discussions at the annual Advisory Committee meetings and with input from industry partners, faculty, and program management staff. The Advisory Committee may also meet on an ad hoc basis to discuss the project and whether or not it is on target to meet the milestones documented and address any issues of concern that may prevent the milestones from being successfully completed.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 74-1646981

Amendment # (for amendments only):

**Statutory Requirement 1:** The commissioner of education is required to establish and administer an early college education program for students who are at risk of dropping out of school or who wish to accelerate completion of the high school program. Describe how the school will address each of the following:

- provide for a course of study that enables a participating student to combine high school courses and college-level courses during grade levels 9 through 12;
- allow a participating student to complete high school and, on or before the fifth anniversary of the date of the student's first day of high school, receive a high school diploma and either an associate degree; or at least 60 semester credit hours toward a baccalaureate degree;
- include articulation agreements with colleges, universities, and technical schools in the state to provide a participating student access to postsecondary educational and training opportunities at a college, university, or technical school; and
- provide a participating student flexibility in class scheduling and academic mentoring (TEC §29.908(b)).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Texas Early College High School (TECHS) is part of the Panola Independent School District. The TECHS is a "safe, supportive community" utilizing constant, friendly, mature interaction between staff, parents and students, with the goal of maximizing each student's potential. Every child needs the opportunity to be prepared for a college career, but not every child wants to attend college/university. At TECHS, we prepare and challenge each student to become an effective, functioning adult with the prospect for gainful employment.

The TSTC Lineman Program / Energy Innovative Academy ECHS project enables students to:

- Start as early as the 8th grade (Lineman program related academic courses)
- Attend a dual credit program with flexible schedules and coursework for high school and college credit courses
- Obtain a high school diploma during a regular 4-year high school time frame
- Earn up to 60 hours of college credit that are applied to a Certification in a Skill or Trade and/or applied to an Associate of Applied Science Degree
- Interview – and be potentially hired in – a high paying job by the time they graduate from high school and
- Have College tuition, books, fees, and technical supplies are provided FREE OF CHARGE to 9th thru 12th grade students.

TECHS has an upwards articulation agreement with Texas State Technical College (TSTC), a two-year technical public institution of higher education. The TSTC in Marshall provides a variety of career and technical education programs for students enrolled at TECHS. TECHS also has an upwards articulation agreement with Panola College, a two-year public institution of higher education.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 74-1646981

Amendment # (for amendments only):

**Statutory Requirement 1 (continued)**

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 74-1646981

Amendment # (for amendments only):

**TEA Program Requirement 1:** The applicant must identify, in partnership with its local workforce development board, high-demand occupations and programs of study that lead to these occupations. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

TSTC and TECHS has identified the high demand occupation of Electrical Power-Line Installers & Repairers, SOC Code 49-9051, which is documented in the Workforce Solutions of East Texas Target and Demand Occupations. The Electrical Power-Line Installers & Repairers occupation has a projected 10-year growth rate of 24.3%. The East Texas Council of Governments, which administers the Workforce Solutions of East Texas, has provided us with a letter of support for this project based on the Target occupation and demand for well-trained line workers in the region.

Lineworker occupations are physically demanding, but the pay is good (mean wage \$53,779 in Texas), and Texas employs more lineworkers than any other state. Lineworkers must be able to work at elevated heights for long hours in all weather conditions. Sample of reported job titles include: A Class Lineman, Apprentice Lineman Third Step, Class A Lineman, Electric Lineman, Electrical Lineman (Power), Electrical Lineworker, Journeyman Lineman, Lineman, Lineworker, and Power Lineman.

TSTC offers a career pathway that includes a 36-credit hour Certificate as an Electrical Lineworker that also counts towards an Associate of Applied Science in Electrical Lineworker Technology. Throughout the course of the program, students will perform practical exercises on the safe use and operation of lineworker climbing gear, equipment and tools in an authentic utility training environment with live electricity.

The TSTC program chair for the Lineman program will work closely with the TECHS counselor and administration to develop information presentations to prospective students.

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By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 74-1646981

Amendment # (for amendments only):

**TEA Program Requirement 2:** The applicant must enter into an agreement with at least one industry partner, which may include one or more employers within an industry. Describe how the partner will commit to the following for the grant period:

- Serve as an active member of the INDUSTRY CLUSTER NAME Innovative Academy ECHS Leadership Team.
- Provide cash or in-kind contributions equal to 20-25% of the total grant award. Examples of in-kind contributions include costs associated with providing internships, externships, apprenticeship programs, mentors, equipment, or staff to assist with curriculum development to support relevant and frequent industry experiences for students enrolled in the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
- Ensure a liaison that represents the industry partner(s) interacts directly and frequently with ECHS staff.
- Actively participate in the development of curriculum for the INDUSTRY CLUSTER NAME Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.
- Assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Key design elements to the TSTC Lineman Program to be offered as part of the Energy ECHS Innovative Academy include an Employer-Validated Curriculum. The validation process includes program faculty identifying occupational work activities and required skills and knowledge through employer surveys and software that gleans required skills from job postings. Additionally, the Lineman Advisory Committee will meet to discuss industry standards and skill sets that are required for success in the field. Required instructional competencies are developed based on that input. A second design element is that of Skills Sequencing. In this key element, Lineman skills are sequenced in a logical order based on real-world applications. Students progress through the curriculum sequence as they develop not only technical knowledge and skills but also associated academic and communication skills necessary for success in the Lineman field.

The Lineman Advisory Committee is comprised of experts from the field throughout the state of Texas, in addition to local and regional employers; this enables TSTC to maintain state-of-the-art standards for instruction, connections to employers who are able to provide externships and hands-on practice in simulated Lineman environments, and opportunities for employers to monitor, evaluate, and interview students as they near graduation. This leads to the third key design element, that of Connected Learning. Connected Learning provides authentic, project-based experiences that emphasize teamwork, critical thinking, problem-solving, and communication skills in addition to learning essential technical knowledge, skills, and abilities. The final design element is skills mastery, which is assessed through a process of collecting evidence and validating whether competency is achieved and the student can perform each skill to the standard expected in the workplace as expressed in the relevant endorsed competency standards. Trainees who have mastered the required competencies within the Lineman program should be immediately employable and productive, as long as they have met the required age of 18 years of age\*.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 74-1646981

Amendment # (for amendments only):

**TEA Program Requirement 3:** The INDUSTRY CLUSTER NAME Innovative Academy ECHS must ensure that 100% of students have access to opportunities to participate in industry experiences, including marketable skills, detailed work activities, etc. Applicants must provide a detailed plan that describes the industry experiences that will be made available to all INDUSTRY CLUSTER NAME Innovative Academy ECHS students throughout the student's high school career. The plan should build in rigor and responsibility as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Energy ECHS Innovative Academy will rigorously screen students for the full day Lineman program due to the dangerous nature of the work. Linemen are constantly exposed to high voltage machinery and often work in harsh conditions on poles or in lift buckets. As such, a degree of maturity, common sense, and emotional stability are required for training in this field.

The ECHS Counselor and faculty will evaluate each prospective student interested in the program, including reviewing academic and behavioral records to determine their appropriateness to the program. Those students who are found to have the suitable temperament for the program will be required to complete significant training on the safety requirements of the job prior to participation in any industry experiences. Once they have successfully completed all safety requirements, students will be enrolled in required Lineman courses that include industry experiences, including training on equipment and techniques and introductory experiences at the TSTC pole yard. As students progress through the program of study, they will participate in experiential learning activities on the pole yard with active electrical equipment and with hands-on training in other elements of electrical line work including commercial vehicle driving.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 74-1646981

Amendment # (for amendments only):

**TEA Program Requirement 4:** The INDUSTRY CLUSTER NAME Innovative Academy ECHS must employ a career counselor that serves only students of the INDUSTRY CLUSTER NAME Innovative Academy ECHS. Describe the responsibilities of the career counselor. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The TSTC Lineman Program/Energy Innovative Academy ECHS will fund a Career Counselor that serves the Lineman Program ECHS students. The career counselor will do the following:

- Provide outreach to local and regional middle and high schools and work with school counselors and faculty to identify prospective students and disseminate project marketing materials to school staff
- Recruit prospective students identified as academically and temperamentally appropriate for working in the Lineman field and provide the students with appropriate marketing and enrollment forms
- Assist students seeking to enroll in the Lineman program, and their parents/guardians, with required forms and admissions processes
- Provide assistance with TSI assessment preparation
- Monitor students enrolled in the lineman program to ensure student success
- Liaison with the TECHS counselor to ensure that Lineman students have access to all services provided by the Texas Early College High School counselors office
- Counsel individuals to help them understand and overcome personal, social, or behavioral problems affecting their educational or vocational situations.
- Provide crisis intervention to students when difficult situations occur at schools.
- Confer with parents or guardians, teachers, administrators, and other professionals to discuss children's progress, resolve behavioral, academic, and other problems, and determine priorities for students and their resource needs.
- Prepare students for later educational experiences by encouraging them to explore learning opportunities and to persevere with challenging tasks.
- Liaison with the TSTC Career Placement office to ensure Lineman students have access to all available services, including online TSTC employability services, resume building, training for interviews, employability workshops, career fairs, mock interviews, and job referrals.
- Maintain accurate and complete student records as required by laws, district policies, and administrative regulations.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 74-1646981

Amendment # (for amendments only):

**TEA Program Requirement 5:** The INDUSTRY CLUSTER NAME Innovative Academy ECHS must describe at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by the INDUSTRY CLUSTER NAME Innovative Academy ECHS. Priority points may be awarded for describing multiple programs of study. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The TSTC Lineman program to be provided at the Energy Texas ECHS Innovative Academy is a career pathway, with a 36-credit hour **Electrical Lineworker Certificate** (courses are in boldface) that also counts towards a 60-credit hour **Associate of Applied Science in Electrical Lineworker Technology**. The full day program includes the following (major program courses in bold):

Electrical Lineworker Technology, Associate of Applied Science

		Credits
ELPT 1215	<b>Electrical Calculations I</b>	2
LNWK 1211	<b>Climbing Skills</b>	2
LNWK 1241	<b>Distribution Operations</b>	2
LNWK 1301	<b>Orientation and Line Skill Fundamentals</b>	3
CVOP 1301	<b>Commercial Drivers License Driving Skills</b>	3
CETT 1303	<b>DC Circuits</b>	3
LNWK 2321	<b>Live Line Safety</b>	3
LNWK 2322	<b>Distribution Line Construction</b>	3
OSHT 1305	<b>OSHA Regulations-Construction Industry</b>	3
LNWK 1331	<b>Transformer Connections</b>	3
LNWK 2324	<b>Troubleshooting Distribution Systems</b>	3
ELPT 1680	<b>Cooperative Education – Electrical Power</b>	6
CETT 1305	<b>AC Circuits</b>	3
ACGM X3XX	Gen Ed Social/Behavioral Science Course	3
ACGM X3XX	Gen Ed Humanities/Fine Arts Course	3
ACGM X3XX	Gen Ed Math/Natural Science Course	3
ELPT 2335	<b>Electrical Theory &amp; Devices</b>	3
ELPT 2347	<b>Electrical Testing and Maintenance</b>	3
ACGM X3XX	Gen Ed Elective	3
ACGM X3XX	Gen Ed Elective	3

AAS Award Total 60 Credit Hours

([http://www.tstc.edu/programs/ElectricalLineworkerTechnology?\\_ga=1.110990917.1110919450.1476377947](http://www.tstc.edu/programs/ElectricalLineworkerTechnology?_ga=1.110990917.1110919450.1476377947)).

ECHS students enrolled in the TSTC Lineman program will take the introductory lineman courses on the TECHS campus. Higher level courses, including those directly related to the more dangerous aspects of Lineman duties such as live electricity work, will be provided at the TSTC in Marshall campus located 0.6 miles from the TECHS campus. A sample crosswalk of the Lineman program coursework is provided on page 32.

Additionally, TSTC has an upwards articulation agreement with Lamar University that enables TSTC graduates to transfer academic and technical credits towards a Bachelor of Industrial Technology degree. TSTC is now a single accredited institution with TSTC Waco as the central office for all TSTC locations.

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A sample flexible schedule for the TSTC Lineman Program provided at the Energy Innovative Academy ECHS is as follows:

TSTC	TSTC COURSE TITLE	TEA CTE SERVICE ID	TEA COURSE TITLE	TEA COURSE ABBREVIATION
<b>Semester 1</b>				
ELPT 1215	Electrical Calculations	3102500	Independent Study in Math	INSTUMTH
LNWK 1301	Orientation and line skill Fundamentals	13005600	Electrical Technology (1st yr)	ELECTECH
<b>Semester 2</b>				
CETT 1303	DC Circuits	13036800	Electronics (1st semester)	ELECTRO
LNWK 2321	Live Line Safety	13005600	Electrical Technology (2nd yr)	ELECTECH
LNWK 2322	Distribution Line Construction	1300570	Adv. Electrical Technology(1st yr)	ADELECT
OSHT 1305	OSHA Regulations-Construction Industry	N1303680	Occupational Safety & Envir. Tech. 1	OSET1
<b>Semester 3</b>				
ELPT 1680	Cooperative Education – Lineman Internship	13005700	Adv. Electrical Technology(2nd yr)	ADELECT
<b>Semester 4</b>				
CETT1305	AC Circuits	13036800	Electronics (2nd semester)	ELECTRO
<b>Semester 5</b>				
ELPT 2335	Electrical Theory & Devices	13036900	Adv. Electronics	ADVELECT

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 74-1646981

Amendment # (for amendments only):

**TEA Program Requirement 6:** The applicant must provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study to complete a bachelor's degree from the partnering general academic teaching institution(s) within two-three years of graduating from high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

See the crosswalk below, from the articulation agreement currently being updated:

**LAMAR UNIVERSITY - BEAUMONT  
B.S. in INDUSTRIAL TECHNOLOGY  
PROGRAM OF STUDY (120 Hours)**

TSTC - Waco  
A A S

This forms applies to students entering Lamar University after July, 2006

Superseded the 2006-2008 catalog

Name: \_\_\_\_\_  
SID: \_\_\_\_\_  
Advisor: Underdown \_\_\_\_\_

Address: \_\_\_\_\_  
Phone: \_\_\_\_\_  
Email: \_\_\_\_\_

**FALL****FIRST YEAR****SPRING**

	CR	GRADE			
ENGL 1301	3				
COMM (1Y)	3				
TECH/ TSTC Course 1	3				
TECH/ TSTC Course 2	3				
TECH/ TSTC Course 3	3				
<b>TOTAL</b>	<b>15</b>		<b>9</b>	<b>Tech</b>	

	CR	GRADE			
ENGL 1302	3				
MATH 1314*	3				
TECH/ TSTC Course 4	3				
TECH/ TSTC Course 5	3				
TECH/ TSTC Course 6	3				
<b>TOTAL</b>	<b>15</b>		<b>9</b>	<b>Tech</b>	

**SECOND YEAR**

INEN 3300 Intro to IE	3				
TECH/ TSTC Course 7	3				
TECH/ TSTC Course 8	3				
TECH/ TSTC Course 9	3				
TECH/ TSTC Course 10	3				
PEGA:	1				
<b>TOTAL</b>	<b>16</b>		<b>12</b>	<b>Tech</b>	

Social Science (2Y)	3				
TECH/ TSTC Course 11	3				
TECH/ TSTC Course 12	3				
TECH/ TSTC Course 13	3				
<b>TOTAL</b>	<b>12</b>		<b>9</b>	<b>Tech</b>	

**THIRD YEAR**

PHIL 1370	3				
INEN Elective (5Y) INEN	3				
MATH 1342 (7)*	3				
Lab Science/	4				
HIST 1301	3				
<b>TOTAL</b>	<b>16</b>				

INEN 2360 Computer Apps in IE	3				
INEN 3380 Work Design*	3				
English Literature (4Y)	3				
Lab Science/	4				
HIST 1302	3				
<b>TOTAL</b>	<b>16</b>				

**FOURTH YEAR**

INEN 3330 Engineering Economy	3				
INEN Elective (5Y) INEN	3				
INEN 4315 Industrial Management	3				
POLS 2301	3				
INEN Elective (5Y) INEN	3				
<b>TOTAL</b>	<b>15</b>				

INEN 4301 Quality Control Applications	3				
INEN 4351 Production and Inventory Sys	3				
Fine Arts (6Y)	3				
POLS 2302	3				
INEN 4316 Industrial & Product Safety	3				
<b>TOTAL</b>	<b>15</b>				

Tech Hours =	39	**
Transfer Hours =	68	
Hours remaining =	54	

2/26/2009

\* must earn a "C" or higher in this course

\*\* Any combination of 39 credits required in major for degree may apply

# academic core hours in degree plan

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 74-1646981

Amendment # (for amendments only):

**TEA Program Requirement 7:** The INDUSTRY CLUSTER NAME Innovative Academy ECHS must develop and maintain an ECHS Career Preparation Academy Leadership Team that meets regularly to address issues of curriculum, school design, and sustainability. The leadership team must consist of high-level personnel with decision-making authority who meet regularly and report to each member organization or entity. The leadership team must consist of the following:

- a. District: superintendent, associate superintendent of curriculum and instruction, or equivalent position, career and technical education director, and ECHS Career Preparation Academy principal or director
- b. Primary dual credit partner: university or college president, provost, dean of college of education, and ECHS liaison
- c. College or university partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison
- d. Industry Partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Superintendent/CEO of the Texas Early College High School is Robert Bruce. The current ECHS Counselor is Clair Lagrone. A Project Coordinator, funded from this grant, will also be part of the Leadership Team.

The primary dual credit partner is Texas State Technical College. Barton Day is the Provost. Michelle Ates is the Dual Enrollment Coordinator. Douglas Clark is the Program Chair, and Eric Carithers is the Lead Instructor for the Lineman Program. A dedicated ECHS Lineman Instructor, funded from this grant, will also be part of the Leadership Team.

TSTC has an upwards articulation agreement with Lamar University; a TSTC associate of applied science degree will be accepted as a block credit toward a Bachelor of Industrial Technology degree from Lamar. The articulation agreement is currently being updated as it close to expiration. The Energy Innovative Academy component is part of the update. This agreement enables us to partner with Lamar University for this program. Brian N. Craig, PhD, PE, CPE, who is Professor and Chair of the Department of Industrial Engineering, is the Lamar University member of the Leadership Team.

T & D Solutions is one of our Industry Partners for the TSTC Lineman Energy Innovative Academy ECHS. Daniel Welch, President of Training, T&D Solutions, is the member of the Leadership Team.

East Texas CDL Services is one of our Industry Partners for the TSTC Lineman Energy Innovative Academy ECHS. Ken Garrent, Owner and Manager of East Texas CDL, is an Industry Partner member of the Leadership Team.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 74-1646981

Amendment # (for amendments only):

**TEA Program Requirement 8:** The applicant must describe a proposed sustainability plan to ensure that the school will continue to meet the goals of the INDUSTRY CLUSTER NAME Innovative Academy ECHS beyond period of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The new Lineman program is designed to meet WECM requirements and address local and regional industry employer needs. The strong network of education, industry, and community partners established to launch the program will also sustain the program during the grant period and beyond. All partners have pledged to continue outreach to schools, regional employers, and community agencies in order to recruit faculty and students beyond the scope of the funding period. The leadership team will also cultivate new community and industry partners to ensure that the advisory board remains strong and program graduates have every opportunity for successful placement.

TSTC's partner, the Texas Early College High School, has demonstrated the ability and capacity to continue programs started through the grant process. TECHS is committed to providing resources to sustain the program after the grant period has ended, including personnel costs and costs for ongoing recruiting efforts and necessary acquisition of replacement equipment.

The following four approaches will be used to sustain the TSTC Lineman Energy Innovative Academy ECHS upon conclusion of this grant:

1. Dedication of regular operating funds from TSTC and TECHS to sustain critical functions.
2. Continuing funding searches and grant submissions at federal, state, local, and foundation levels, including Department of Labor grants, Texas Comptroller of Public Accounts Jobs, Education and Training (JET) Equipment grants, and Texas Workforce Commission Skills Development Fund specialized job training grants;
3. On-going outreach programs to recruit students, targeting in particular non-traditional gender and minority groups; and
4. Recruitment of new industry partners to develop and update curricula based upon the needs of employers in the region and to provide placement opportunities for program completers.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID:

Amendment # (for amendments only):

**TEA Program Requirement 9: FOR NEW EARLY COLLEGE HIGH SCHOOLS ONLY** – The applicant must describe a school plan that serves grades 9 through 12 and targets and enrolls a majority of students who are at risk of dropping out of school (at risk, economically disadvantaged, English language learners, and first-generation college goers) or who wish to accelerate completion of the high school program, and attempts to serve no more than 100 students per grade level in grades 9-12. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 74-1646981

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 74-1646981

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 74-1646981

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 74-1646981

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 74-1646981

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Tuancy**

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 74-1646981

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 74-1646981

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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**Schedule #20—Outside Sources of Income and Pre-Existing Content**

County-district number or vendor ID: 74-1646981

Amendment # (for amendments only):

**Part 1: Outside Sources of Income.** Report any non-TEA income used to support or develop the identified TEA-funded project if the content, products, or materials created using grant funds are to be commercialized.

**NOTE:** The grand total from this part of this schedule does not transfer to Schedule #6—Program Budget Summary.

☒ Not applicable. The contents, products, and/or materials created using grant funds will not be commercialized. (If in the future it is determined that the content, products, and/or materials will be commercialized, the IHE applicant must contact the Division of Grants Administration at [grants@tea.texas.gov](mailto:grants@tea.texas.gov)).

#	Grantor	Grant Period	Amount
1			\$
2			\$
3			\$
4			\$
5	<b>Total:</b>		\$

**Part 2: Pre-Existing Content.** On this part of the schedule, list by title all items of pre-existing content that were not funded with TEA funds.

The provisions of any and all memoranda of understanding between TEA and the IHE applicant regarding copyrights in works created by the IHE applicant, and/or its component institutions, with TEA funding, are incorporated herein.

☐ Not applicable. No product, document, or content existed prior to receipt of grant funds from TEA.

#	Title	Date Developed
1	ELPT 1215 Electrical Calculations 1	THECB Approval 9/1/2015
2	LNWK 1301 Orientation and Line Skills Fundamentals	THECB Approval 9/1/2015
3	CETT 1301 DC Circuits	THECB Approval 9/1/2015
4	LNWK 2321 Live Line Safety	THECB Approval 9/1/2015
5	LNWK 2322 Distribution Line Construction	THECB Approval 9/1/2015
6	OSHT 1305 OSHA Regulations – Construction Industry	THECB Approval 9/1/2015
7	ELPT 1680 Cooperative Education – Lineman Internship	THECB Approval 9/1/2015
8	CETT 1305 AC Circuits	THECB Approval 9/1/2015
9	ELPT 2335 Electrical Theory & Devices	THECB Approval 9/1/2015
10		

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Memorandum of Understanding  
Between

Texas State Technical College and the Texas Early College High School (Panola CHARTER SCHOOL)

*The applicant must submit a draft Memorandum of Understanding among the dual credit partner, school district and school which establishes joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the ECHS.*

Texas State Technical College (TSTC) and the Texas Early College High School (Panola CHARTER SCHOOL) propose a partnership to initiate a career pathway CTE program in Electrical Lineworker Technology. The career pathway includes an Associate of Applied Science as an Electrical Lineworker to be completed concurrently with all curriculum requirements for a high school diploma from the Texas Early College High School (TECHS), a unit of Panola CHARTER SCHOOL.

The TECHS principal will serve as the project manager and will lead the Lineworker planning and implementation team. Team members will also include the CTE director from Panola CHARTER SCHOOL, the TECHS counselor dedicated to the project, industry partners, and the TSTC Lineman program chair. The Panola CHARTER SCHOOL superintendent and the TSTC Lineman state lead instructor will be included in decision-making and approvals when necessary.

The Lineworker program implementation team will meet monthly (or more often as necessary during implementation) to plan, make decisions, implement decisions, and assess project performance regarding the Lineworker program throughout the project period (12/1/2016 through 5/30/2018).

Participating students will be placed into the correct sequence of courses to ensure completion of all Lineworker program requirements while attaining their high school diploma. Degree plans will be developed for each student to make sure that courses are taken and completed in the proper order.

TSTC has developed a comprehensive and objective management plan designed to ensure the success of the TSTC Lineman Energy ECHS Innovative Academy on key measures including program enrollment, student retention/persistence, rigorous academic achievement, and college degree attainment. The overall purpose of the evaluation is to conclude the extent to which the program has achieved its stated measures and objectives.

Draft

The management plan evaluation is based on 1) quantitative data, which shows immediate and long term program impact on participants compared to similar students not receiving the same service and 2) qualitative data that specifically address the program's objectives. The combination of quantitative and qualitative data will be extremely useful to the TSTC Lineman Energy ECHS Innovative Academy Program Director for continuous program improvement. The evaluation is intended to show program strengths and weaknesses, revealing areas that need improvement so that the participants' needs can be better served by the program.

Lineworker program enrollment and grade data will be kept each semester at both TSTC and TECHS for all participating dual enrollment students. TECHS personnel will check student grades throughout the semester to ensure successful completion of each course unit.

Instructors will be responsible for administering course tests and competency assessments; Instructors will submit grades and assessment outcomes to the TECHS counselor as well as to TSTC for submission into TSTC's student management system, Colleague. Students will also be required to submit end-of-course surveys in order to assess student satisfaction regarding the Lineman courses. TSTC staff will track student enrollment and successful completion of program courses through reports generated via Colleague. This data will be disseminated back to the TSTC Lineman state program chair, lead instructor, other Lineworker instructors, the TECHS principal/project manager, and the dedicated Counselor.

All provisions of the Family Educational Rights and Privacy Act (FERPA) will be observed regarding data for participating students.

This MOU may be amended only with the approval of all participating parties.



10-31-16

Dr. Irene Cravey, Associate Vice Chancellor  
Texas State Technical College

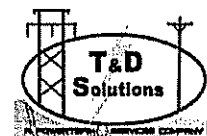
Date



Robert L. Bruce, CEO Panola Schools  
Texas Early College High School – Panola CHARTER SCHOOL

Draft

10-28-2016



To Whom It May Concern:

T&D Solutions LLC is an enthusiastic partner with Texas State Technical College Marshall for the Texas Education Association Early College High School (ECHS) Innovative Academies Project to develop and implement a flexible career pathway curriculum to address the need for a highly skilled electrical construction and utility specialists (lineworkers) in Texas.

We agree that there is a pressing need for skilled lineworkers and that this technical profession addressed the Governor's initiative for the energy sector. We feel that Texas State Technical College in Marshall has the knowledge and resources to successfully complete this project. We look forward to collaborating with TSTC Marshall to implement a relevant curriculum to provide a dual enrollment pathway that provides concurrent high school education and CTE training.

As a principal partner, T&D Solutions LLC will assist in project activities that related to the Lineman Program Commercial Driver's License requirement, including being part of the Leadership Team and working on the Advisory Committee. We understand TSTC is asking for \$370,016 and that the match provided by employer partners is \$74,004 (20%). We are aware that one partner has already agreed to provide \$7,000 of in-kind donations.

We are prepared to provide \$64,004 of in-kind match through participation in Advisory Committee/Leadership team meetings (personnel time), providing externships (by donating personnel and equipment time), and donating consumable supplies and tools required to provide hands-on training to students to master technical skills required of a lineman.

Sincerely,

Daniel Welch  
President of Training

**East Texas CDL Services**

23147 Hwy 31 E, Tyler, TX 75705

903.576.2320 [www.etcdl.com](http://www.etcdl.com)

It's All About Safety!

October 26, 2016

To Whom It May Concern:

East Texas CDL Services is an enthusiastic partner with Texas State Technical College Marshall for the Texas Education Association Early College High School (ECHS) Innovative Academies Project. This project is designed to develop and implement a flexible and stackable curriculum to address the need for a highly skilled electrical construction and utility specialists (lineworkers) in Texas.

East Texas CDL Services recognizes that there is a continuing need for skilled lineworkers and that this technical profession is addressed by the Governor's initiative for the energy sector. We feel that Texas State Technical College in Marshall, in conjunction with the Texas Early College High School, has the knowledge and resources to successfully complete this project. We look forward to participating in collaborative efforts with TSTC Marshall to implement a relevant curriculum to provide a dual enrollment pathway that provides concurrent high school education and CTE training.

As a principal partner, East Texas CDL Services will assist in project activities that related to the Lineman Program Commercial Driver's License requirement. We recognize the 20-25% match required from industry. As such, we will provide externships that introduce students to commercial vehicles and provide in-depth discussion on the related laws and safety requirements for becoming a CDL driver on campus. The costs to our company to provide this service to students in the program as an in-kind donation is \$1,750.00 per semester.

Sincerely,



Ken Garrett  
Owner, ETCDL

**TRANSFER AND ARTICULATION AGREEMENT  
BETWEEN  
Texas State Technical College-Waco  
(Associate of Applied Science Degree)  
and  
Lamar University  
(Bachelor of Science Degree in Industrial Technology)**

**Purpose**

Texas State Technical College – Waco and Lamar University Department of Industrial Engineering enter into this agreement to facilitate the opportunities for students who wish to transfer from the specified TSTC – Waco Associate of Applied Science Degree programs to the Lamar University Bachelor of Science Industrial Technology Degree program. This agreement specifies the conditions and requirements necessary for students to transfer to Lamar University with minimum loss of credit.

**Changes**

Proposed changes in policies or curriculum by either party must be communicated in writing to the other party. Any changes agreed upon must be signed, dated, and attached to this agreement. Either party may independently terminate this agreement by notifying the other party no less than one academic year before the intended date of termination.

**Period**

This agreement is subject to review each year.

**General Requirements**

All students transferring to Lamar University must meet the following requirements:

- a.) Students must have a cumulative grade point average of at least 2.0.
- b.) All courses intended for transfer must have a grade of "C" or higher.
- c.) A maximum of 60 semester hours will be accepted towards the Bachelor of Science in Industrial Technology for A.A.S. graduates. Up to 39 credits may be transferred from an approved technology major field of study and up to 21 academic credits may be applied which meet the Lamar University required academic core sequence. Lamar University will work with transfer candidates to determine final credit award.
- d.) Students eligible for transfer to Lamar University must have met the minimum admission requirements to enter Lamar University.
- e.) Students applying without an A.A.S. degree will have their credits transferred to their best advantage as determined by Lamar University, provided the credits are applicable to the degree program.
- f.) This agreement includes the Bachelor of Science in Industrial Technology degree plan for display purposes (See Appendix A) and the list of specific majors from TSTC- Waco that apply (See Appendix B).
- g.) Other transfers for majors not included in this agreement will be considered by Lamar University on an individual case-by-case basis



During the time that this Transfer and Articulation Agreement is in effect:

- a) both institutions will work cooperatively to ensure a smooth transfer with minimal academic interruptions;
- b) each institution will notify the other concerning any contemplated curricular changes which would affect the future of this agreement;
- c) With respect to courses or blocks of courses transferred under this agreement, TSTC-Waco will ensure that all instructors of academic courses satisfy the Southern Association of Colleges and Schools (SACS) faculty credentials standards for "associate degree courses designed for transfer." TSTC-Waco will work to ensure that instructors of technical courses meet these same standards as appropriate and practical. TSTC-Waco will ensure that all instructors of technical courses satisfy SACS faculty credentials for "associate courses not designed for transfer to the baccalaureate degree." Upon request, TSTC-Waco will inform Lamar University of faculty who do not meet the SACS criteria for technical courses and/or baccalaureate-transfer courses, and will provide information on faculty credentials. Whenever credentials-related issues arise, they will be resolved on a case-by-case basis by Lamar University program faculty and administrators after consultation with appropriate administrators and/or faculty at TSTC-Waco.
- d) The Technical Course Review Committee (TCRC), composed of faculty from the Industrial Engineering department at Lamar University, will assess technical courses from TSTC - Waco to determine if they will be applied toward Lamar University's Industrial Technology program. This assessment will be conducted using syllabi and catalog descriptions provided by TSTC. Once this assessment has been completed, a notice of approval or denial will be sent to the TSTC-Waco.

**Publication**

TSTC- Waco and Lamar University may use this agreement and the names of the institutions in the official college catalogs.

### Signatures

It is with this agreement that we propose to facilitate the transition of transfer students from Texas State Technical College - Waco to the Lamar University Industrial Technology program.

Victor Zaloom, Ph.D.  
Associate Dean of the College of Engineering  
Professor and Chair Department of Industrial Engineering  
Lamar University

Victor Zaloom      8-7-9  
Signature                      Date

Jack Hopper, Ph.D.  
Dean of the College of Engineering  
Lamar University

J.R. Hopper by VZ      8-11-9  
Signature                      Date

Stephen Doblin, Ph.D.  
Provost and Vice President for Academic Affairs  
Lamar University

[Signature]      8/12/09  
Signature                      Date

ELTON E. STUCKEY, JR.  
~~Elton Stuckey, Jr.~~  
President  
Texas State Technical College - Waco

Elton Stuckey      9/24/09  
Signature                      Date

Ron Sanders  
Vice-president of Student Learning  
Texas State Technical College - Waco

[Signature]      9/25/09  
Signature                      Date

**Appendix A**  
**Bachelor of Science in Industrial Technology**  
**Lamar University**

NEXT PAGE-typical 4 year degree plan for display only

TSTC degree planning would not change unless to advise a known transfer candidate to  
maximize transfer credits by taking additional academic core courses for transfer

**LAMAR UNIVERSITY - BEAUMONT**  
**B.S. in INDUSTRIAL TECHNOLOGY**  
**PROGRAM OF STUDY (120 Hours)**

TSTC - Waco  
A.A.S.

This forms applies to students entering Lamar University after July, 2006

Superseded the 2006-2008 catalog.

Name: \_\_\_\_\_  
SID: \_\_\_\_\_  
Advisor: Underdown \_\_\_\_\_

Address \_\_\_\_\_  
Phone \_\_\_\_\_  
Email \_\_\_\_\_

**FALL**

**FIRST YEAR**

**SPRING**

	CR	GRADE			
ENGL 1301	3				
COMM (1)/	3				
TECH/ TSTC Course 1	3				
TECH/ TSTC Course 2	3				
TECH/ TSTC Course 3	3				
<b>TOTAL</b>	<b>15</b>	<b>9</b>	<b>Tech</b>		

	CR	GRADE			
ENGL 1302	3				
MATH 1314*	3				
TECH/ TSTC Course 4	3				
TECH/ TSTC Course 5	3				
TECH/ TSTC Course 6	3				
<b>TOTAL</b>	<b>15</b>	<b>9</b>	<b>Tech</b>		

**SECOND YEAR**

INEN 3300 Intro to IE	3				
TECH/ TSTC Course 7	3				
TECH/ TSTC Course 8	3				
TECH/ TSTC Course 9	3				
TECH/ TSTC Course 10	3				
PEGA/	1				
<b>TOTAL</b>	<b>16</b>	<b>12</b>	<b>Tech</b>		

Social Science (2)/	3				
TECH/ TSTC Course 11	3				
TECH/ TSTC Course 12	3				
TECH/ TSTC Course 13	3				
<b>TOTAL</b>	<b>12</b>	<b>9</b>	<b>Tech</b>		

**THIRD YEAR**

PHIL 1370	3				
INEN Elective (5)/ INEN	3				
MATH 1342 (7)*	3				
Lab Science/	4				
HIST 1301	3				
<b>TOTAL</b>	<b>16</b>				

INEN 2360 Computer Apps in IE	3				
INEN 3380 Work Design*	3				
English Literature (4)/	3				
Lab Science/	4				
HIST 1302	3				
<b>TOTAL</b>	<b>16</b>				

**FOURTH YEAR**

INEN 3330 Engineering Economy	3				
INEN Elective (5)/ INEN	3				
INEN 4315 Industrial Management	3				
POLS 2301	3				
INEN Elective (5)/ INEN	3				
<b>TOTAL</b>	<b>15</b>				

INEN 4301 Quality Control Applications	3				
INEN 4351 Production and Inventory Sys.	3				
Fine Arts (6)/	3				
POLS 2302	3				
INEN 4316 Industrial & Product Safety	3				
<b>TOTAL</b>	<b>15</b>				

Tech Hours =	39	**
Transfer Hours =	66	
Hours remaining =	54	

2/26/2009

\* must earn a "C" or higher in this course.

\*\* Any combination of 39 credits required in major for degree may apply

# academic core hours in degree plan

- (1) COMM 1315, 1360 (non) ; ENGL 2335, 3311, 3340, COMS 1375 (American Sign Language) or Modern Language
- (2) Any Corequisite Electives are: ENGL 1301, POLS 2301, MATH 1341, 1342, 1343, 1344, 1345, 1346, 1347, 1348, 1349, 1350, 1351, 1352, 1353, 1354, 1355, 1356, 1357, 1358, 1359, 1360, 1361, 1362, 1363, 1364, 1365, 1366, 1367, 1368, 1369, 1370, 1371, 1372, 1373, 1374, 1375, 1376, 1377, 1378, 1379, 1380, 1381, 1382, 1383, 1384, 1385, 1386, 1387, 1388, 1389, 1390, 1391, 1392, 1393, 1394, 1395, 1396, 1397, 1398, 1399, 1400, 1401, 1402, 1403, 1404, 1405, 1406, 1407, 1408, 1409, 1410, 1411, 1412, 1413, 1414, 1415, 1416, 1417, 1418, 1419, 1420, 1421, 1422, 1423, 1424, 1425, 1426, 1427, 1428, 1429, 1430, 1431, 1432, 1433, 1434, 1435, 1436, 1437, 1438, 1439, 1440, 1441, 1442, 1443, 1444, 1445, 1446, 1447, 1448, 1449, 1450, 1451, 1452, 1453, 1454, 1455, 1456, 1457, 1458, 1459, 1460, 1461, 1462, 1463, 1464, 1465, 1466, 1467, 1468, 1469, 1470, 1471, 1472, 1473, 1474, 1475, 1476, 1477, 1478, 1479, 1480, 1481, 1482, 1483, 1484, 1485, 1486, 1487, 1488, 1489, 1490, 1491, 1492, 1493, 1494, 1495, 1496, 1497, 1498, 1499, 1500, 1501, 1502, 1503, 1504, 1505, 1506, 1507, 1508, 1509, 1510, 1511, 1512, 1513, 1514, 1515, 1516, 1517, 1518, 1519, 1520, 1521, 1522, 1523, 1524, 1525, 1526, 1527, 1528, 1529, 1530, 1531, 1532, 1533, 1534, 1535, 1536, 1537, 1538, 1539, 1540, 1541, 1542, 1543, 1544, 1545, 1546, 1547, 1548, 1549, 1550, 1551, 1552, 1553, 1554, 1555, 1556, 1557, 1558, 1559, 1560, 1561, 1562, 1563, 1564, 1565, 1566, 1567, 1568, 1569, 1570, 1571, 1572, 1573, 1574, 1575, 1576, 1577, 1578, 1579, 1580, 1581, 1582, 1583, 1584, 1585, 1586, 1587, 1588, 1589, 1590, 1591, 1592, 1593, 1594, 1595, 1596, 1597, 1598, 1599, 1600, 1601, 1602, 1603, 1604, 1605, 1606, 1607, 1608, 1609, 1610, 1611, 1612, 1613, 1614, 1615, 1616, 1617, 1618, 1619, 1620, 1621, 1622, 1623, 1624, 1625, 1626, 1627, 1628, 1629, 1630, 1631, 1632, 1633, 1634, 1635, 1636, 1637, 1638, 1639, 1640, 1641, 1642, 1643, 1644, 1645, 1646, 1647, 1648, 1649, 1650, 1651, 1652, 1653, 1654, 1655, 1656, 1657, 1658, 1659, 1660, 1661, 1662, 1663, 1664, 1665, 1666, 1667, 1668, 1669, 1670, 1671, 1672, 1673, 1674, 1675, 1676, 1677, 1678, 1679, 1680, 1681, 1682, 1683, 1684, 1685, 1686, 1687, 1688, 1689, 1690, 1691, 1692, 1693, 1694, 1695, 1696, 1697, 1698, 1699, 1700, 1701, 1702, 1703, 1704, 1705, 1706, 1707, 1708, 1709, 1710, 1711, 1712, 1713, 1714, 1715, 1716, 1717, 1718, 1719, 1720, 1721, 1722, 1723, 1724, 1725, 1726, 1727, 1728, 1729, 1730, 1731, 1732, 1733, 1734, 1735, 1736, 1737, 1738, 1739, 1740, 1741, 1742, 1743, 1744, 1745, 1746, 1747, 1748, 1749, 1750, 1751, 1752, 1753, 1754, 1755, 1756, 1757, 1758, 1759, 1760, 1761, 1762, 1763, 1764, 1765, 1766, 1767, 1768, 1769, 1770, 1771, 1772, 1773, 1774, 1775, 1776, 1777, 1778, 1779, 1780, 1781, 1782, 1783, 1784, 1785, 1786, 1787, 1788, 1789, 1790, 1791, 1792, 1793, 1794, 1795, 1796, 1797, 1798, 1799, 1800, 1801, 1802, 1803, 1804, 1805, 1806, 1807, 1808, 1809, 1810, 1811, 1812, 1813, 1814, 1815, 1816, 1817, 1818, 1819, 1820, 1821, 1822, 1823, 1824, 1825, 1826, 1827, 1828, 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1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 2679, 2680, 2681, 2682, 2683, 2684, 2685, 2686, 2687, 2688, 2689, 2690, 2691, 2692, 2693, 2694, 2695, 2696, 2697, 2698, 2699, 2700, 2701, 2702, 2703, 2704, 2705, 2706, 2707, 2708, 2709, 2710, 2711, 2712, 2713, 2714, 2715, 2716, 2717, 2718, 2719, 2720, 2721, 2722, 2723, 2724, 2725, 2726, 2727, 2728, 2729, 2730, 2731, 2732, 2733, 2734, 2735, 2736, 2737, 2738, 2739, 2740, 2741, 2742, 2743, 2744, 2745, 2746, 2747, 2748, 2749, 2750, 2751, 2752, 2753, 2754, 2755, 2756, 2757, 2758, 2759, 2760, 2761, 2762, 2763, 2764, 2765, 2766, 2767, 2768, 2769, 2770, 2771, 2772, 2773, 2774, 2775, 2776, 2777, 2778, 2779, 2780, 2781, 2782, 2783, 2784, 2785, 2786, 2787, 2788, 2789, 2790, 2791, 2792, 2793, 2794, 2795, 2796, 2797, 2798, 2799, 2800, 2801, 2802, 2803, 2804, 2805, 2806, 2807, 2808, 2809, 2810, 2811, 2812, 2813, 2814, 2815, 2816, 2817, 2818, 2819, 2820, 2821, 2822, 2823, 2824, 2825, 2826, 2827, 2828, 2829, 2830,

PHONE:

#### 4. LIBERAL ARTS COURSES

COURSE	CR	HR	G1	G2	G3
ENGL COMP 1	3	0			
ENGL COMP 2	3	0			
ENGL LIT 1	3	0			
COMM 1315	3	0			
POLS 2301	3	0			
POLS 2302	3	0			
HIST 1	3	0			
HIST 2	3	0			
PHIL 1370	3	0			
FINE ARTS	3	0			
SOC SCI	3	0			
<b>TOTAL</b>	<b>33</b>	<b>0</b>			

## 5. ENGINEERING COURSES

INEN 2360	3	0			
INEN 3300	3	0			
INEN 3322	3	0			
INEN 3330	3	0			
INEN 3380	3	0			
INEN 4301	3	0			
INEN 4312	3	0			
INEN 4315	3	0			
INEN 4351	3	0			
INEN ELEC	3	0			
INEN ELEC	3	0			
<b>TOTAL</b>	<b>33</b>	<b>0</b>			

**GPA**

	HRS	GP	GPA
ENGR SECTION	0	0	###
OVERALL	1	0	0

APPROVED:

Advisor	Date
Chair, IE Dept.	Date
Dean of Engineering	Date



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Kilgore, Texas 75662  
Phone: 903.984.8641  
TDD: 1.800.735.2989  
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[www.workforcesolutionseasttexas.com](http://www.workforcesolutionseasttexas.com)

October 25, 2016

Barton Day, Provost  
Texas State Technical College in Marshall  
2650 East End Boulevard South  
Marshall, Texas 75761

Dear Grant Review Committee:

Workforce Solutions East Texas supports the proposal being submitted by Texas State Technical College (TSTC) for the TEA Early College High School Innovative Academies grant project. This project is designed to develop an innovative CTE curricula that leads to concurrent high school diploma and a certificate, license, or degree that are focused on the current and future needs of Texas employers for a skilled workforce in high-demand occupations. As part of the project, TSTC in Marshall proposes to develop an Innovative Academy at the Texas ECHS in Marshall in the Governor's Target Industry of Energy. The Lineman program will be offered with a career pathway from a Level I Certificate to an Associate of Applied Science as a Lineman. This will be offered in the East Texas Workforce Development area where TSTC provides services to employers and job seekers in partnership with the Panola ISD Texas Early College High School.

Electrical Power Line Installers and Repairers is a targeted occupation for the East Texas Workforce Development area. We feel that TSTC has the knowledge and resources to successfully complete this project and provide skilled electrical construction and utility lineworkers. We look forward to participating in collaborative efforts with TSTC faculty to provide relevant and timely curriculum feedback to accelerate the education and hands-on training needed by entry-level lineworkers.

As a principal partner, Workforce Solutions of East Texas will assist in project activities, such as the TSTC/ECHS Lineman Advisory Committee. We agree, as a member of the Advisory Committee to provide our expertise to identify both the career paths in greatest demand and the skills sets required to be a successful member of the workforce. As such, we will provide information on career openings, link TSTC to new employers, and will serve as a liaison with the community to provide information on the TSTC/ECHS programs.

Sincerely,

A handwritten signature in dark ink, appearing to read "Douglas G. Shryock". The signature is written in a cursive, flowing style.

Douglas G. Shryock  
Director of Regional Workforce and Economic Development

DGS/GA/tr

This is an equal opportunity employer/program. Auxiliary aids and services are available upon request.  
The Texas Workforce Commission, in partnership with 28 local Workforce Development Boards, forms Texas Workforce Solutions.